

2 Longman Academic Reading Series

READING SKILLS FOR COLLEGE

with **Essential Online Resources**
access code inside



Kim Sanabria



2 Longman Academic Reading Series

READING SKILLS FOR COLLEGE

Kim Sanabria

Dedication

To Victor, Kelly, and Carlos.

Longman Academic Reading Series 2: Reading Skills for College

Copyright © 2017 by Pearson Education, Inc.
All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Education, 221 River Street, Hoboken, NJ 07030

Staff Credits: The people who made up the *Longman Academic Reading Series 2* team, representing editorial, production, design, and manufacturing, are Pietro Alongi, Margaret Antonini, Stephanie Bullard, Tracey Cataldo, Rosa Chapinal, Aerin Csigay, Ann France, Gerry Geniusas, Pam Kirshen-Fishman, Françoise Leffler, Amy McCormick, Liza Pleva, Massimo Rubini, Robert Ruvo and Joseph Vella.

Cover image: The Loupe Project/Shutterstock
Text Composition: TSI Graphics

Library of Congress Cataloging-in-Publication Data

Böttcher, Elizabeth.

Longman Academic Reading Series / Elizabeth Bottcher.
volumes cm

Includes index.

ISBN 978-0-13-278664-5 (Level 1)—ISBN 978-0-13-278582-2 (Level 2)—
ISBN 978-0-13-276059-1 (Level 3)—ISBN 978-0-13-276061-4 (Level 4)—
ISBN 978-0-13-276067-6 (Level 5)

1. English language—Textbooks for foreign speakers. 2. Reading
comprehension—Problems, exercises, etc. 3. College readers. I. Title.

PE1128.B637 2013

428.6'4—dc23

2013007701

ISBN 10: 0-13-466338-1

ISBN 13: 978-0-13-466338-8

Printed in the United States of America

3 17

CONTENTS

<i>To the Teacher</i>	v
<i>Chapter Overview</i>	viii
<i>Scope and Sequence</i>	xvi
<i>Acknowledgments</i>	xxiv

CHAPTER 1 CULTURAL STUDIES: The Lessons of Travel	1
Reading One Tony the Traveller	3
Reading Two The Benefits of Studying Abroad	9
Reading Three The Way of St. James: A Modern-Day Pilgrimage	16
CHAPTER 2 MULTICULTURAL LITERATURE: Writing about Cultural Identity	25
Reading One Mangoes and Magnolias	27
Reading Two Poems about Personal Identity	34
Reading Three Book Review of <i>Mixed: An Anthology of Short Fiction about the Multiracial Experience</i>	42
CHAPTER 3 HEALTH SCIENCE: High Tech, Low Tech, No Tech	50
Reading One Robots Improve Health Care, Helping Doctors, Nurses, and Patients	52
Reading Two A Simple Diagnosis	61
Reading Three Water Is Shown to Help People Lose Weight	67
CHAPTER 4 EDUCATION: The Task of the Teacher	77
Reading One Bloom's Taxonomy	78
Reading Two The Mayonnaise Jar and Two Cups of Coffee	87
Reading Three A Teacher's Lasting Impression	93

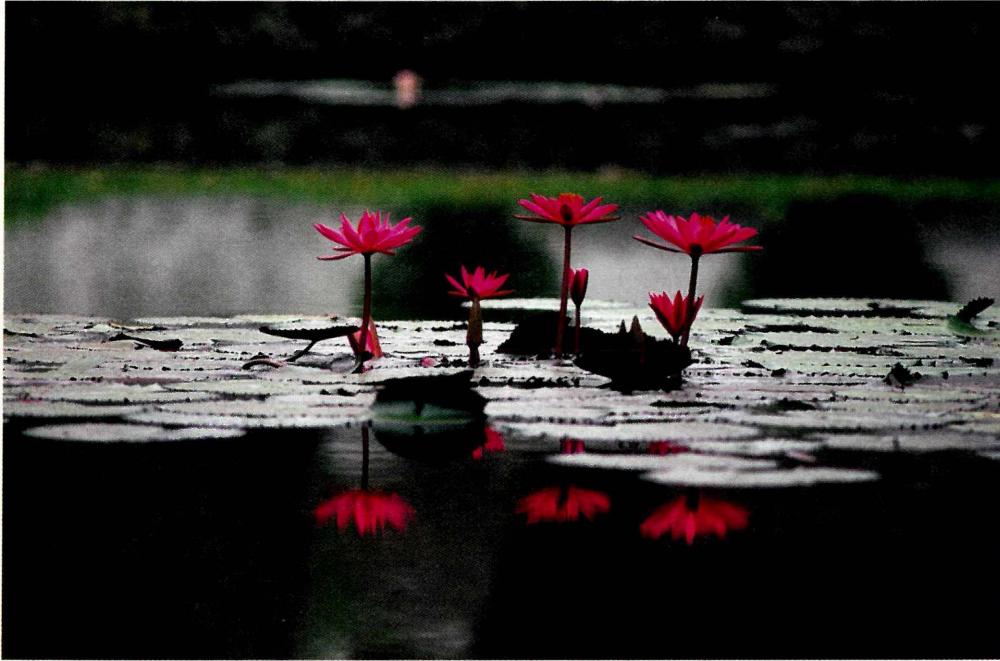
CHAPTER 5 PSYCHOLOGY: Theories of Intelligence	103
Reading One Types of Intelligence	105
Reading Two Transforming Students' Motivation to Learn	112
Reading Three The Extraordinary Abilities of Daniel Tammet	120
CHAPTER 6 BUSINESS: The Changing Workplace	130
Reading One The One Week Job: 52 Jobs in 52 Weeks	132
Reading Two Flip Flops and Facebook Breaks: Millennials Enter the Workplace	139
Reading Three Eight Keys to Employability	147
CHAPTER 7 MATH: Developing a Love of the "Language of Science"	156
Reading One A Mathematician's Lament	158
Reading Two What's Wrong with Math Education?	164
Reading Three Angels on a Pin	170
CHAPTER 8 PUBLIC SPEAKING: Messages and Messengers	180
Reading One The Power of Public Speech	182
Reading Two The Best Way to Structure a Speech	189
Reading Three Famous American Speeches	196
CHAPTER 9 PEACE STUDIES: The Change Makers	207
Reading One Social Entrepreneurship	209
Reading Two A Poverty-Free World	216
Reading Three The Barefoot College	221
CHAPTER 10 URBAN STUDIES: Living Together	230
Reading One City Fact Sheet	232
Reading Two The Future of Cities	238
Reading Three Won't You Be My Neighbor?	244
<i>Vocabulary Index</i>	253
<i>Credits</i>	256

	NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
	<ul style="list-style-type: none"> • Use underlining to identify factual information • Use color coding to distinguish different types of information 	<ul style="list-style-type: none"> • Evaluate lower-order and higher-order skills, according to Bloom's Taxonomy • Express opinions and support your opinions with examples from a text or from your own experience and culture • Use a chart to evaluate information in a text • Determine and explain your opinions on statements about a text • Complete a diary to determine the educational purpose behind a teacher's lessons • Interpret quotes and how they relate to a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss your opinions on learning, a good education, what makes a good teacher, and your reaction to learning skills • Role-play Benjamin Bloom, the professor (from the reading), and Mrs. Monell (from the reading) • Write two paragraphs about a favorite teacher • Discuss a number of topics about education with a small group of classmates • Choose one of the topics and write a paragraph or two about it
	<ul style="list-style-type: none"> • Fill in a chart • Make triple entry notes 	<ul style="list-style-type: none"> • Complete a chart to correlate types of intelligences with the questions in an intelligence quiz • Express your opinions and support them with examples from a story • Hypothesize about someone else's point of view • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss your opinions on intelligence debates, what you think a cartoon means, and types of intelligence • Take an intelligence quiz and then discuss your reactions • Write two paragraphs about intelligence • In a small group, discuss topics related to intelligence • Choose one of the topics and write a paragraph or two about it

Li-Young Lee is an Asian American poet, who was born in Indonesia to Chinese parents. He often writes about his memories.

I Ask My Mother to Sing

By Li-Young Lee



- 1 She begins, and my grandmother joins her.
Mother and daughter sing like young girls.
If my father were alive, he would play
his accordion and **sway** like a boat.
- 2 I've never been in Peking,¹ or the Summer Palace,
nor stood on the great Stone Boat to watch
the rain begin on Kuen Ming Lake, the picnickers
running away in the grass.
- 3 But I love to hear it sung;
how the waterlilies fill with rain until
they **overturn, spilling** water into water,
then rock back, and fill with more.
- 4 Both women have begun to cry,
But neither stops her song.

¹ **Peking**: the capital of China, usually called "Beijing" in English

(continued on next page)

4. a. Many doctors say that the paper diagnosis has a lot of _____.

b. The paper diagnosis is a _____ way to solve a complex problem.

5. a. Some critics are not sure we can _____ on Whitesides's tests.

b. However, modern medical tests are very _____.

3 Complete the paragraph with the correct form of each word in parentheses. Compare answers with a partner.

Worldwide, health care is a very _____ **promising** _____
1. (promise)
field. However, in the developing world, few people have access
to _____ medicine. There are few medical
2. (reliability) _____ in rural areas. Dr. Whitesides has come
3. (specialized) up with a new system. He wants to make it possible for anyone to
_____ illnesses, even when patients do not have access to
4. (diagnosis) hospitals. Whitesides has _____ a new way to diagnose
5. (invention) serious diseases using small pieces of paper that change color according to
the illness. Some critics question the _____ of
6. (reliable) Whitesides's invention, but many doctors believe the paper diagnosis is a
good way to solve a complex problem.

CRITICAL THINKING

Discuss the questions with a partner. Be prepared to share your ideas with the class.

1. Dr. Whitesides said: "My view of the health care worker of the future is not a doctor, but an 18-year-old . . . who has two things. He has a backpack full of these tests, and a way to occasionally take a blood sample." Do you see any problems with this vision? Do you think it is realistic? Explain.
2. How do you think the paper diagnosis can add to the SAMPLE history that deals with patients' symptoms when they get sick? Do you think it will improve health care? If so, how?

WRITING ACTIVITY

Every culture has old wives' tales that give advice on health. Read the old wives' tales and choose one. Write a paragraph with your reaction to the advice. Use some of the vocabulary you studied in the chapter. Share your paragraph with a partner.

1. Eight glasses of water every day makes the doctor go away.
2. An apple a day keeps the doctor away.
3. Health is wealth.
4. An ounce of prevention is better than a pound of cure.
5. Say thumbs-up to hand hygiene.
6. The longer your waistline, the shorter your lifetime.

DISCUSSION AND WRITING TOPICS

Discuss these topics and questions in a small group. Choose one of them and write a paragraph or two about it. Use the vocabulary from the chapter.

1. Technology is becoming more and more important in every aspect of health care. What are the advantages and disadvantages of this trend? Do you think it is basically positive, or negative?
2. In Reading Two, you learned about one of the world's most important problems—the early diagnosis of serious diseases. What do you know about these diseases? Are you aware of any low-tech methods that are being used to help prevent, treat, or cure them?
3. Do you have a healthy lifestyle? Of the six “doctors” in the nursery rhyme on page 67, which do you think are most important? In what ways can you improve your lifestyle and live a healthier life?

COMPREHENSION

A Main Ideas

Work with a partner. Answer the questions.

1. What six activities did the author do in Mrs. Monell's class?

a. He wrote an essay about going to the Caribbean.

b. _____

c. _____

d. _____

e. _____

f. _____

2. What two experiences does the author remember having with Mrs. Monell and his classmates?

a. _____

b. _____

3. What four adjectives does the author use to describe Mrs. Monell?

a. _____

b. _____

c. _____

d. _____

B Close Reading

Circle the phrase that best completes each sentence. Share your answers with a partner.

1. Dweck says that this is an exciting time for our brains because ____.
☒ a. there is a lot of new research about intelligence
b. students today are smarter than they were in the past
c. we get smarter as we get older
2. Some students think that intelligence is fixed. They do not believe that ____.
a. intelligence tests are accurate
b. we are all equally intelligent
c. intelligence can improve with practice
3. If people have a *fixed mindset*, and they are faced with a difficult challenge, they often ____.
a. give up
b. become competitive
c. try harder than they did before
4. Students with a *growth mindset* ____.
a. are smarter than others
b. believe that hard work helps you improve your abilities
c. do not have much motivation
5. If people believe that intelligence can grow and develop, they ____.
a. never get angry
b. can better deal with problems
c. become frustrated

B Close Reading

With a partner, complete the outline of the reading with details from the box. Compare answers with another partner.

He doesn't know what he wants to do.
He wants to find something he is passionate about.
They want balance.
He wants flexibility.
He can deal with uncertainty.
He likes challenging jobs, like fundraising and yoga instruction.
They want job satisfaction.
He doesn't like repetitive jobs.
He has learned how to learn.
He wants to contribute to others.

I. Reasons for Sean's project (*paragraph 1*)

- A. He doesn't know what he wants to do.
- B. _____

II. Examples of jobs Sean liked best and least (*paragraph 2*)

- A. _____
- B. _____

III. Skills Sean has learned (*paragraph 3*)

- A. _____
- B. _____

IV. Reasons the current generation has many jobs (*paragraph 4*)

- A. _____
- B. _____

V. Results of Sean's project (*paragraph 5*)

- A. _____
- B. _____

NOTE-TAKING: Writing Margin Notes

Writing notes in the margin is a useful reading technique. You can **comment on an idea** that the author presents or **write a question** about something you do not understand. You can use your notes to organize a response to a text or to remind you to follow up on vocabulary or expressions you do not know.

EXAMPLE:

Today's rising youth workforce is not a liability and a challenge, but an asset and an opportunity.

That's interesting. I think the author believes that employers should hire young workers, because they bring the company a lot of benefits.

What do the words "asset" and "liability" mean?

- 1 Read the reading again and make notes in the margin with your comments and questions.
- 2 Then share your comments and questions with a partner. Make sure you check on any items you did not understand.

CRITICAL THINKING

Discuss the questions in a small group. Use information from the reading to support your answers.

1. How is today's workplace changing, and what is likely to happen in the future?
2. How are younger workers generally different from their older colleagues?
3. What is the best way for employers to react to the changing workplace?